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DEPARTMENT OF PSYCHOLOGY

STATE UNIVERSITY OF IOWA

RESEARCH ON ATTITUDE-FOR-SERVICE TESTS FOR ENLISTED PERSONNEL

by

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PROGRESS REPORT

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I. INTRODUCTION

The present research effort arose out of the need expressed by administrative officers in the Bureau of Medicine and Surgery and the Bureau of Naval Personnel and by members of the staff of the Office of the Surgeon General, U. S. Army, for additional psychological test methods which could be utilized as effective aids in the assessment of aptitude for military service. This expressed need was derived from peacetime (i.e., post World War II but pre-Korea) experience which suggested fairly strongly that such personnel screening procedures as were being used at the time were relatively ineffective¹.

While it was generally recognized that instruments of the "neurotic" or "psychosomatic" questionnaire type (e.g., Shipley Personal Inventory, Cornell Selectee Index) were of considerable value as screening devices, preference was expressed for the development of procedures which would assess personality by other methods and which would investigate behavioral areas other than those covering physical or psychological complaints. It was further felt that an attempt should be made to develop instruments of a more subtle and covert character than that possessed by the usual screening inventory. It was also considered that the problem of identifying the potential delinquent should receive attention. Finally, it was decided that the follow-up study to determine the predictive significance of the screening instruments should cover a substantial length of time, certainly not less than 18 months and preferably two to four years. It was felt that previous validation studies of this type were methodologically weak in that some short-term measure of dubious significance (e.g., ability to complete recruit training) had been employed as the criterion variable.

¹For example, analysis of medical discharges from the Navy for the year 1948 (Statistics of Navy Medicine, 1950, 6, #6, P. 4-5) indicated that personality inadequacy was by far the most frequent reason for separation on medical grounds from the naval service. Approximately 33% of all medical discharges during that year were because of one type or another of personality inadequacy. The next most frequent categories were eye, ear, nose and throat conditions (ca. 10%), motor disorders (ca. 10%), tuberculosis in all forms (ca. 7%) and nervous diseases (ca. 5%).

Analysis further disclosed that while 54% of the cases of eye, ear, nose and throat disease and 43% of the cases of motor disorder were separated during the first three months of service (thus being essentially part of the screening process), only 3% of the cases of personality inadequacy were discharges during this time. Following this period (which corresponds roughly to the period of recruit training), the proportion of cases invalidated because of personality inadequacy showed a sharp rise. Twenty-six per cent were discharged during the period of 3-12 months of service, 17% during the period of 1-2 years of service, and 17% during the period of 2-3 years of service. Thus, a majority (60 per cent) of the cases separated by reason of personality inadequacy had more than three months but less than three years of naval service.

These findings suggested that: (A) screening procedures in recruit training were not identifying the personally unfit, and; (B) men who were invalidated from the service because of personality inadequacy were not likely to be those with a history of satisfactory service of substantial length but rather those who were always marginal performers. Analysis of the individual records of a representative sample of these men fully supported the latter supposition.

It was anticipated that successfully developed instruments of this type might serve the following functions in military settings:

- A. As initial screening devices to select "suspicious" cases which warrant fuller evaluation with respect to aptitude for military service. This would be particularly valuable in situations in which the employment of the usual type of inventory which asks questions about symptoms and complaints is contra-indicated.
- B. In doubtful cases, as checks on the results of the usual type of inventory, e.g., where exaggeration of complaints or dissimulation is suspected.
- C. As devices for selecting out recruits who would seem to require special attention during initial training if successful adjustment to military service is to be accomplished.
- D. As aids in the sagacious selection of personnel for the various military occupational specialties.
- E. As investigative instruments which would yield empirical findings suggestive of significant hypotheses to be validated by more intensive research.

II. TEST SELECTION

After consideration of a number of possibilities, the following types of test were selected for development and validation:

- A. A brief sentence completion test method suitable for mass administration and simple scoring.

The following considerations led to the decision to develop this type of test: (1) the projective type of test is generally believed to be the most valuable of the psychological test adjuncts in clinical psychological evaluation; (2) there are suggestions in the literature that the sentence completion type of test may be a fruitful method for the detection of delinquency-prone individuals; (3) the sentence completion type of test seemed to be a less "obvious" instrument than the questionnaire and therefore it was deemed likely that it might prove less susceptible to the effects of attitudes of simulation, exaggeration, defensiveness and dissimulation.

- B. "An adjustment" key for the Clark Vocational Interest Inventory (Appendix A). This inventory, which consists of 190 triadic items, is currently being adapted for classification use in the Navy by means of the development of special scoring keys relevant to various Navy specialties. The following considerations led to the choice of this instrument: (1) incidental findings through the years suggest that certain vocational and avocational interests may be significantly related to personal adjustment in both military and civilian settings;² (2) to date there has been no

²Evidence for this assumption with respect to civilian adjustment may be found in Steinberg's investigation (The relation of vocational preference to emotional adjustment. Educ. Psychol. Measurement, 1952, 12: 96-104). With respect to military adjustment, one notes that both the Personal Inventory, Long Form and the Officer's Personal Inventory, adjustment inventories designed for military use, included a number of questions covering vocational and avocational interests, e.g., preference for being a mechanic rather than a florist, preference for office work as compared with heavy work, working by oneself rather than with others, interest in things versus interest in ideas, etc. (Cf. Human factors in military efficiency. Summary Technical Report, Applied Psychology Panel, NDRC, 1946).

systematic exploration of this area with respect to its possible predictive significance for military adjustment; (3) for purposes of assessing adjustment, a vocational interest form appears to be a less "obvious" type of instrument than the direct personality questionnaire and thus might be less subject to the effects of distortion because of attitudes of simulation, exaggeration, defensiveness and dissimulation. As such, an inventory of this type might prove particularly valuable as a check on other test findings in certain situations. (4) Since a bona fide vocational interest inventory, which is currently being developed for classification use in the Navy, would be employed, the "adjustment key," integrated with the vocational interest scores, could be utilized as an aid in proper placement. Examination of the "general adjustment" score with the interest scores and with the final placement of the individual might yield significant findings with respect to the mental hygiene value of proper vocational placement. Concretely, it was planned, if pertinent data became available, to test the hypothesis that, given an individual with "borderline" general adjustive capacity, vocational placement in harmony with his interests and aptitudes will result in adequate adjustment in military service while vocational placement not in harmony with his interests and attitudes will result in maladjustment.

C. A brief "adjustment" questionnaire in the guise of a vocational interest inventory.

It was planned that this instrument would be constructed by selecting the twenty most valid items of the "adjustment key" of the Clark Vocational Interest Inventory described above, its anticipated use being an initial brief evaluative device as described in the introductory section. Its particular merits would seem to be its disguised nature and the fact that it investigates a behavioral area not usually covered in this type of brief personality assessment.

D. Validation of the Shipley Personal Inventory (20-Item Form).

The essential reason for deciding to revalidate this instrument (which was a reasonably successful screening device during World War II) on a post-war military sample was to have a basis upon which the predictive efficiency of the newly developed instruments could be compared. In addition, the question of the current predictive efficiency of the Shipley seemed to be of interest in its own right.

III. TEST DEVELOPMENT

A. Sentence Completion Tests.

During the summer of 1951, two forms consisting of 100 sentence completion items each were constructed and response data obtained on two criterion groups. The first, a control group, consisted of 161 students attending summer school at the State University of Iowa. The second, a clinical group, consisted of 72 individuals who were seen either at the Iowa Psychopathic Hospital or the University Student Counseling Office because of fairly serious adjustment difficulties. Both groups were made up of males within the age range of 17 to 35 years who had had at least high school education. Analysis of the responses was completed during the fall of 1951. The findings indicated a wide variety of responses and the possibility of various ways of classifying them. The

analysis suggested that an objectively scored projective instrument with substantial clinical validity could be developed.

However, it became evident that the traditional "free answer" form, despite its promise of utility in the clinical situation, would not be suitable for use in the mass screening situation because its employment would require trained scorers and, even if such trained scorers were available, it would take too long to score (average scoring time was estimated to be about eight minutes for a 20-item test). Therefore, multiple choice versions of the sentence completion items, based on the actual responses of the criterion groups, were devised. In Form A, consisting of 30 of the most promising items, the subject was instructed to check the one foil in the triad which most closely expressed his feeling or opinion. In Form C, which consisted of the same items as Form A, the subject was instructed to check both that foil which expressed his feeling or opinion best and that foil which expressed his feeling or opinion least. In Form B, consisting of the 20 next most promising items, the subject was instructed to check the one foil which most closely expressed his feeling or opinion. Similarly, in Form D, which consisted of the same items as Form B, the subject was instructed to check both that foil which expressed his feeling or opinion best and that foil which expressed his feeling or opinion least. Form Z was a traditional free answer form consisting of 20 items. These sentence completion tests are presented in Appendix B.

In order to determine the retest reliability and the susceptibility to "score faking" of these newly devised tests, Sentence Completion Form A was given to 100 undergraduate students who took the test in the following order: (a) initial test; (b) after an interval of two weeks, retest; (c) immediately thereafter, retest with set to appear well-adjusted, and; (d) immediately thereafter, retest with set to appear maladjusted. For comparative purposes, the Shipley Personal Inventory was also given in the following order: (a) initial test; (b) after an interval of two weeks, retest, and; (c) immediately thereafter, retest with set to appear maladjusted.

The retest reliability of Sentence Completion Form A, as estimated by the product moment correlation between scores on the initial test and the retest two weeks later, under standard conditions of administration, was found to be .772. The standard error of measurement was found to be 2.1. This estimate of reliability may be compared with that found for the Shipley Personal Inventory under identical conditions of administration. With this test, the product moment correlation was determined to be .775.

Following instructions to answer with the motivation to appear as well-adjusted as possible, mean score on Sentence Completion Form A was .8 standard deviations higher (i.e., in the "healthy" direction) than the mean score of standard instructions. On the other hand, under instructions to perform in such a manner as to appear as maladjusted as possible, mean score on the test was 2.6 standard deviations below the mean score under standard administration conditions. Thus it appeared that, at least with the tentative scoring key which was utilized, the sentence completion test was susceptible to the influence of a deliberate set to appear maladjusted. However, that it was less susceptible to the influence of deliberate simulation than the Shipley Personal Inventory was suggested by the fact that the "fake bad" mean score in the latter test was 8.4 standard deviations from the standard mean score in the direction of ill-health.

The significance of these findings regarding susceptibility of score to the effects of a deliberately adopted set was necessarily limited by the employment of a preliminary scoring key which will no doubt be revised as validation data become available and by the utilization of subjects who are probably somewhat more sophisticated than the typical recruit. Taken at face value, the findings suggested that it would probably be impossible to develop brief screen tests which would be absolutely insusceptible to simulation or dissimulation effects. On the other hand, there appeared to be a fair chance of developing instruments which would be significantly less vulnerable in this respect than the traditional questionnaire.

B. Minnesota Vocational Interest Inventory.

This instrument presented no test development problems and was employed in the form devised by Dr. Kenneth E. Clark.

C. Shipley Personal Inventory.

The Inventory was slightly modified in that four items were transformed into the forced-choice type format characteristic of the other 16 items. This was done because of suggestive evidence in the literature that the forced-choice type of inventory tends to be somewhat more discriminative, to minimize response sets and, in certain situations, to reduce the incidence of "false positive" scores. The slightly modified Inventory is presented in Appendix C.

IV. TEST ADMINISTRATION

A. Sentence Completion Tests.

During the period of May-December, 1952, a total of 20,000 Sentence Completion Tests were administered to recruits at NTC, Great Lakes and NTC, Bainbridge. This total consisted of 4000 copies of each of the four multiple choice forms and of the free answer form. No recruit received more than one test.

B. Minnesota Vocational Interest Inventory.

During January-March, 1952, 2600 Inventories were administered to recruits at NTC, Great Lakes. During January-February, 1953, another 2000 Inventories were administered to recruits at the same training center, making a total of 4600 Inventories available for validation analysis.

C. Shipley Personal Inventory.

During the period of October, 1951-February, 1952, 8000 Inventories were administered to recruits at NTC, Great Lakes and NTC, Bainbridge. Approximately 4000 Inventories were collected at each training center.

V. COLLECTION OF CRITERION DATA

Collection of criterion data constitutes the current phase of the investigation. The essential sources of the data are the service and medical records of the men.

Service Records

In cooperation with the Enlisted Service and Records Division, BuPers, an abstract form was devised which met both the needs of the project and the requirements of the Division. The abstract form is presented in Appendix D. The Division has agreed to abstract the records, as and when time permits. To date 3000 abstracts have been received and it is anticipated that an additional 2000 abstracts will be completed by 1 July, 1954. These abstracts cover the records of men who entered recruit training in November-December 1951 and they will constitute a follow-up of 19-29 months duration, depending upon the time of abstracting.

It will be noted that the abstract form includes information concerning disciplinary record, billets, rates made or lost, and service school record (if any). It is anticipated that the basic criterion for validation analysis will be the disciplinary record.

In preparation for this analysis, a preliminary survey of the disciplinary records in the first 1000 abstracts received has been made. The data were quantified according to the following weighting system to secure a "delinquency" score:

- | | |
|---|----------|
| (A) Commanding Officer's Non-Judicial Punishments | 1 point |
| (B) Summary Courts Martial | 3 points |
| (C) General or Special Courts Martial | 6 points |

Utilizing this weighted scoring system, the distribution of scores which is presented in Table 1 was obtained. It will be noted that a large majority (80%) of the men had perfect disciplinary records. An additional 8% were guilty of a single minor offense, making a total proportion of 88% with satisfactory disciplinary records. At the other extreme, one finds that about 8% of the group had scores of 4 or more, indicating that they were fairly serious disciplinary problems. Finally, there was a "doubtful" group ("delinquency" scores of 2-3) which constitutes about 4% of the sample.

Because of the magnitude of the task involved in abstracting 32,600 service records, the operation was started as early as seemed consistent with the idea of a "long-term" follow-up study. The abstracting of records was begun in late August, 1953, at a time when the service records were complete through June, 1953. Since these were records of men who entered recruit training during November, 1951, a period of 19 months (December, 1951 - June, 1953 inclusive) was covered, except in those cases in which the man was separated from the service at an earlier date.

Since future analyses of the records will cover periods greater than 19 months, the question arises as to whether records covering different lengths of service will be comparable with respect to disciplinary record, as measured by a "point score", such as that described above. It is evident that the longer the period covered by an abstracted service record, the greater the probability for the accumulation of delinquency points. On the other hand, there is a widespread belief that the potential delinquent will manifest himself relatively early in his naval career. If this latter supposition is correct, a follow-up study of 19 months should be adequate for the identification of naval disciplinary problems.

TABLE 1

Distribution of Delinquency Scores of 1000 Enlisted Men

<u>Score</u>	<u>N</u>
0	800
1	80
2	14
3	27
4	23
5	3
6	18
7	6
8	5
9	6
10	6
11	1
12	6
13	1
14	2
15	-
16	-
17	-
18	1
19	1
	<hr/> 1000

To secure empirical data on this question, the records of the 200 men with greater-than-zero "delinquency" scores were analyzed with respect to the relationship between month of service and occurrence of delinquency. This relationship is presented in Table 2. It will be noted that the frequency of punished offenses is rather low through the first four months of service, that it rises sharply during the 5th month of service and that a delinquency rate characterized by an essentially horizontal slope is maintained through the 19th month of service. In short, increasing length of service within this 19 month period is not accompanied by a decreasing delinquency rate. One implication of this finding is that an absolute "delinquency" score, e.g., 3 or 4, cannot be assumed to have the same significance for men with differing lengths of service, as covered by the abstract.

An alternative method of measurement which suggests itself is the utilization of proportional segments of a sample with respect to delinquency record, e.g., highest 5 per cent, next highest 5 per cent, etc. Such a measure, which would be independent of absolute delinquency score, might also be expected to be independent of length of service. This expectation is based on the assumption that individual delinquency records would show significant consistency through a total period of service, i.e., that, while absolute scores will rise, individuals will show a tendency to maintain the same rank-order throughout their service period. This assumption was tested by estimating the correlation between the disciplinary records of the men for the first 10 months of service as compared with those for the last 9 months of service.

The correlational analysis was restricted to the 887 men in the total group of 1000 who had had 19 months of service. The obtained r was .32 ($S.E. = .03$), indicating a significant but small degree of relationship of negligible predictive value. Of the 887 men, 704 had perfect disciplinary records, i.e., zero scores. When a correlational analysis was made of the records of the remaining 183 men with less-than-perfect disciplinary records, i.e., scores of 1 or more, the r fell to .03.

These findings were rather surprising in view of the expectation that a certain degree of consistency in respect to delinquent behavior would be found. They throw doubt on the usefulness of the concept of "delinquency proneness" and raise the question as to whether this concept would fare as badly as the analagous concept of "accident proneness" has, if subjected to critical analysis. Certainly the whole question of delinquency patterns in the Navy deserves further investigation.

The specific implications for the present research of these findings suggesting inconsistency in delinquent behavior are two-fold. First, they underscore the wisdom of utilizing a follow-up period of substantial length in assessing the predictive significance of evaluative instruments. Secondly, they indicate that extreme care must be exercised in the formation of criterion groups in the treatment of results.

Medical Records

An abstract form for the medical records of discharged personnel was devised with the cooperation of the Field Medical Records Branch, Naval Records Management Center. This abstract form is presented in Appendix E. It will be noted that two types of information are provided: (1) Nature of discharge (medical or non-medical and, if medical, the diagnosis); (2) Number of hospitalizations and total number of days lost because of hospitalization. The second type of information is considered to be of significance

TABLE 2

Occurrence of Delinquency (Total Number of Delinquency Points)
in Relation to Month of Service in 200 Enlisted Men

<u>Month</u>	<u>Number of Points</u>
1st (December, 1951)	4
2nd	13
3rd	21
4th (March, 1952)	21
5th	49
6th	51
7th (June, 1952)	55
8th	44
9th	68
10th (September, 1952)	33
11th	49
12th	35
13th (December, 1952)	50
14th	47
15th	42
16th (March, 1953)	29
17th	43
18th	51
19th (June, 1953)	56
	<hr/> 761

in view of the findings by Hunt and Wittson³ that men who were considered to be marginal with respect to personal adequacy but who completed their tours of duty without medical discharge nevertheless tended to have a higher-than-average hospitalization rate, as well as a higher-than-average incidence of delinquency.

It was originally anticipated that the medical records of the men would be abstracted independently of their service status, i.e., whether or not they were discharged or still in service. Accordingly, arrangements were made with the Physical and Psychobiological Standards Section, BuMed, to send the records to Iowa City for abstracting. However, inspection of approximately 200 men who were still in service revealed a paucity of data, most of the records containing only the report of the initial physical examination. This rather puzzling situation was clarified when it was learned that, in the case of enlisted men, no regular entries are made in the medical record from the Health Record, as had been anticipated. It appears that the Health Record is incorporated in the medical record only at the time of separation from the service or expiration of enlistment. Thus it became evident that only the records of discharged personnel would be available for abstracting. This circumstance has delayed the planned analysis of 5000 cases during the coming year.

To date about 250 abstracts of the records of discharged men have been received from the Field Medical Records Branch. Approximately 200 additional records are currently being abstracted and should be completed shortly. As tours of duty expire, a progressively increasing number of records of discharged men will be available.

VI. PLANS FOR ANALYSIS OF DATA

Satisfactory arrangements for carrying out the statistical analysis have been made with the Statistical Service, State University of Iowa.

Specifically, the following procedures are planned:

I. Shipley Personal Inventory.

- A. Comparison of performance (total score) of contrasting criterion groups (normal vs. discharges by reason of personal inadequacy or neuropsychiatric defect).
- B. Comparison of performance (total score) of contrasting criterion groups (normal vs. discharges by reason of non-psychiatric medical disability).
- C. Comparison of performance (total score) of contrasting criterion groups with full length of service and normal separation from the service (low vs. high incidence of hospitalization measured both in terms of number of hospitalizations and total number of days hospitalized).

³Hunt, W. A., Wittson, C. L. and Hunt, E. B. Military performance of a group of marginal neuropsychiatric cases. Amer. J. Psychiat., 1952, 109: 168-171; Hidden Costs in the utilization of the psychiatrically marginal man. J. Clin. Psychol., 1954, 10: 91-92.

- D. Comparison of performance (total score) of contrasting criterion groups (delinquent vs. non-delinquent).

The above analyses will serve the purpose of evaluating the current efficacy of the Shipley as a screening device and afford a comparison with previous evaluations of the instrument's war-time screening efficiency.

- E. Utilizing contrasting criterion groups (delinquent vs. non-delinquent), item and item-pattern analysis designed to determine whether discriminating response-patterns of significant predictive significance can be derived.

Previous validation experience has indicated that the Shipley performance (total score) has relatively little value for the prediction of delinquency. The above analysis represents an attempt to determine whether with other types of scoring this test would have greater predictive value.

- F. If procedure (E) yields fruitful results, cross-validation of the derived scoring key.

II. Clark Vocational Interest Inventory.

- A. Utilizing the four types of contrasting criterion groups described above, item and item-pattern analysis designed to determine the maximally discriminating response-patterns.
- B. If procedure (A) yields fruitful results, cross-validation of the derived scoring keys.
- C. If procedure (B) yields fruitful results, construction of a brief "adjustment" questionnaire in the guise of a vocational interest inventory consisting of the maximally discriminating response-pattern of 20 items and its administration to contrasting civilian criterion groups (normal vs. psychiatric patients or counselling clients; normals vs. delinquents).
- D. If procedure (B) yields fruitful results, collaborative study with Dr. Kenneth E. Clark of the interactive effects of personal susceptibility to behavior disorder (as measured by the special scoring key) and "appropriateness of billet assignment" (as measured by the similarity between assignment and Vocational Interest Inventory Pattern) in determining occurrence of behavior disorder.

III. Sentence Completion Tests A, B, C, D.

- A. Utilizing the four types of contrasting criterion groups described above, item and item-pattern analysis designed to determine the maximally discriminating response-patterns.
- B. If procedure (A) yields fruitful results, cross-validation of the derived scoring keys.

Vocational Interest Inventory

The aim of this test is to show whether you would like or dislike the work in each of several Navy rates. This is not a test of intelligence or ability. It does indicate the degree to which your interests are like those of rated men in various Navy jobs.

On the following pages, you will find many interests listed. They are arranged in blocks of threes. You must make a choice in each block of the one thing you LIKE to do most, and of the one thing you DISLIKE to do most (or like to do least).

You are to indicate your choices on the separate IBM answer sheet. For the item you LIKE to do most, make a mark in the "L" (Like) column. For the item you DISLIKE to do most, make a mark in the "D" (Dislike) column. This leaves one of the three pairs of spaces blank.

For example: 34 a. Write letters
b. Fix a leaky faucet
c. Interview someone for a newspaper story

On the answer sheet:

	L	D
34 a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b	<input type="checkbox"/>	<input type="checkbox"/>
c	<input type="checkbox"/>	<input checked="" type="checkbox"/>

These marks indicate that the item "Write letter" is liked most, and that the item "Interview someone for a newspaper story" is disliked most, or liked least. Item b is then left blank.

Work rapidly. Begin with item 1. When in doubt, make the best guess you can about what you like most and dislike most. Be sure to make one mark in the "L" column and one mark in the "D" column for each block of three items. DO NOT MAKE ANY MARKS ON THIS BOOKLET.

1. a. Catch up on your correspondence.
b. Try to fix a kitchen clock.
c. Discuss your philosophy of life with someone.
2. a. Type a letter for a friend.
b. Play solitaire.
c. Take a broken lock apart to see what is wrong with it.
3. a. Solicit money for a community chest.
b. Check typewritten material for errors.
c. Install an electric meter box.
4. a. Tape a bruised ankle.
b. Operate a bookkeeping machine.
c. Solve mechanical puzzles.
5. a. Watch an appendicitis operation.
b. Attend a lecture on television.
c. Go to an exhibit of recent inventions.
6. a. String an aerial for a friend's radio.
b. Try to win someone over to your side in an argument.
c. Experiment with making candy without knowing the recipe.
7. a. Be an office manager.
b. Be a bookkeeper.
c. Be an artist.
8. a. Play a musical instrument.
b. Play tennis.
c. Work crossword puzzles.
9. a. Do clerical work.
b. Cook short orders.
c. Sew on buttons.
10. a. Write a newspaper column of advice on personal problems.
b. Compete in an athletic tournament.
c. Take part in a public speaking contest.
11. a. Work in a hospital.
b. Work as night watchman at a military supply depot.
c. Work in a textile factory.
12. a. Study chemistry.
b. Study stenography.
c. Study manual training.
13. a. Make a model train.
b. Repair a clock.
c. Make a radio set.
14. a. Be the cashier in a bank.
b. Be a radio announcer.
c. Be an electrician.
15. a. Listen to recordings of a symphony orchestra.
b. Play bridge.
c. Go to a track meet.
16. a. Repair electrical wiring.
b. Fix a clogged drain.
c. Check for errors in the copy of a report.
17. a. Work in the control room of a radio broadcasting studio.
b. Work in a dental laboratory.
c. Work at an information desk.
18. a. Be an electrical engineer.
b. Be an aeronautical engineer.
c. Be a surgeon.
19. a. Perform laboratory experiments.
b. Work with electrical devices.
c. Make out shipping bills.
20. a. Operate a drill press.
b. Be a cook in a restaurant.
c. Take shorthand.
21. a. Transmit radio communications using code.
b. Conduct research on the effects of drugs.
c. Sell calculating machines.
22. a. Do scientific research.
b. Write a novel.
c. Repair watches.
23. a. Tinker with a broken sewing machine.
b. Refinish an old piece of furniture.
c. Make a study of mental ills.

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| 24. | a. Set type for a small newspaper.
b. Inspect clothing for damage and irregularities.
c. Plan menus. | 35. | a. Take a course in biology.
b. Take a course in cost accounting.
c. Take a course in engine design. |
| 25. | a. Work on developing synthetic rubber.
b. Inspect machines to see that they are in good condition.
c. Put together the parts of a calculating machine. | 36. | a. Operate a precision lathe.
b. Overhaul an automobile engine.
c. Make a chemical analysis of a new toothpaste. |
| 26. | a. Study architectural design.
b. Study sociology.
c. Study calculus. | 37. | a. Make a new key to replace a broken one.
b. Add columns of figures.
c. Install an electric light switch. |
| 27. | a. Be a machine operator.
b. Be a bill collector.
c. Work as a paper hanger. | 38. | a. Be an interpreter.
b. Be a railway conductor.
c. Be a welder. |
| 28. | a. Conduct research on improving airplane design.
b. Work on the development of a lighter and stronger metal.
c. Do an experiment to prove the earth is round. | 39. | a. Varnish a floor.
b. Learn to use a slide rule.
c. Repair a broken connection on an electric iron. |
| 29. | a. Run an elevator.
b. Be a correspondence clerk.
c. Work in a laboratory where optical lenses are made. | 40. | a. Fix a doorbell.
b. Make coffee.
c. Sort mail. |
| 30. | a. Leaf through an illustrated cook book.
b. Do addition problems in your head.
c. Practice hitting a punching bag. | 41. | a. Study touch typewriting.
b. Study shop work.
c. Study business arithmetic. |
| 31. | a. Sell over-the-counter in a men's store.
b. Type letters.
c. Operate a simple drill press. | 42. | a. Put a closet in order.
b. File cards in alphabetical order.
c. Make a pie. |
| 32. | a. Be a grocer.
b. Be a printer.
c. Be a shop foreman. | 43. | a. Be a master mechanic.
b. Be a chemist.
c. Be a recreation director. |
| 33. | a. Make drawings for a newspaper.
b. Check stock.
c. Make small repairs around the home or garage. | 44. | a. Fill drug prescriptions.
b. Operate an addressing machine.
c. Operate a printing press. |
| 34. | a. Write letters.
b. Fix a leaky faucet.
c. Interview someone for a newspaper story. | 45. | a. Tune a piano.
b. Cook a meal.
c. Change a tire on an automobile. |
| | | 46. | a. Install an electric light bulb socket.
b. Look for errors in the draft of a report.
c. Test water for purity. |

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| 47. | a. Study blood smears under a microscope.
b. Take shorthand.
c. Make drawings of aeronautical parts. | 58. | a. Be a salesman in a hardware store.
b. Be sales representative for a real estate office.
c. Be an insurance agent. |
| 48. | a. Be a private secretary.
b. Be an explorer.
c. Be a radio equipment repair technician. | 59. | a. Set up your own photographic darkroom.
b. Build furniture for the lawn of your home.
c. Carve figures from wood. |
| 49. | a. Study story writing.
b. Study building construction.
c. Study personnel administration. | 60. | a. Repair torn clothing.
b. Wash and polish an automobile.
c. Adjust a carburetor. |
| 50. | a. Read gas meters.
b. Put tags and labels on merchandise.
c. Locate and replace shorted wires. | 61. | a. Be a concert musician.
b. Be a photo engraver.
c. Be a surveyor. |
| 51. | a. Study carpentry.
b. Study first aid.
c. Study welding. | 62. | a. Make machine tools.
b. Develop negatives in a photographic dark room.
c. Play the records for an all-night radio program. |
| 52. | a. Repair and refinish old furniture.
b. Operate a cash register.
c. Test radio tubes. | 63. | a. Install electric switches.
b. Operate an office adding machine.
c. Drive a taxi. |
| 53. | a. Be a fingerprint expert.
b. Be a weather forecaster.
c. Be the efficiency expert who systematizes shop procedure. | 64. | a. Install a telephone.
b. Make a written report of a month's work.
c. Draw a detailed terrain map. |
| 54. | a. Set up the electrical equipment on a movie studio sound stage.
b. Draw the plans for a large bridge.
c. Make a chemical analysis of a new commercial product. | 65. | a. Take part in a debate.
b. Have your fortune told.
c. Play chess. |
| 55. | a. Rivet sheet metal.
b. Solve physics problems.
c. Read radio blueprints. | 66. | a. Teach mathematics.
b. Help young people select their vocations.
c. Do chemical research. |
| 56. | a. Build rowboats.
b. Make novelty toys.
c. Make linoleum block bookplates. | 67. | a. Work crossword puzzles.
b. Work mental arithmetic problems.
c. Show a friend how to operate a jigsaw. |
| 57. | a. Be a mechanical engineer.
b. Be an auto repairman.
c. Be a machinist. | 68. | a. Be a secret-service man.
b. Write a book on modern music.
c. Make a study of flower arrangement. |

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| 69. | a. Inspect food for spoilage.
b. Wash dishes.
c. Fix a flashlight that will not light. | 81. | a. Fix a wobbly table.
b. Retouch negatives.
c. Operate a moving picture camera. |
| 70. | a. Get a job selling chemical supplies.
b. Get a job as a telephone lineman.
c. Get a job as an office worker. | 82. | a. Arrange a pile of letters in order of the date received.
b. Scramble eggs.
c. Pack food products for shipping. |
| 71. | a. Direct the work of a construction gang.
b. Sell office equipment.
c. Plan musical programs. | 83. | a. Interview job applicants.
b. Supervise the erection of a bridge.
c. Plan a radio program. |
| 72. | a. Draw graphs and charts.
b. Operate a mimeograph.
c. Manage an office. | 84. | a. Write daily reports on the progress of a community chest drive.
b. Make charts for use by ship companies or airlines.
c. Help select equipment for a machine shop. |
| 73. | a. Learn to play golf.
b. Learn to cook.
c. Learn to use a news camera. | | |
| 74. | a. Take care of plants.
b. Paint water colors.
c. Help someone fix his income tax. | 85. | a. Conduct research on the psychology of music.
b. Conduct research on the causes of earthquakes.
c. Figure out new schemes to get work done rapidly and efficiently. |
| 75. | a. Teach English.
b. Teach chemistry.
c. Teach arithmetic. | | |
| 76. | a. Transmit radio messages on voice circuits.
b. Write a report.
c. Adjust automobile brakes. | 86. | a. Be a court stenographer.
b. Be a lathe operator.
c. Be a vocational counselor. |
| 77. | a. Inspect and repair an adding machine.
b. Operate a steam clothes presser.
c. Handle requisitions. | 87. | a. Operate an office comptometer.
b. Operate a power shovel.
c. Operate a precision machine. |
| 78. | a. Putter around in a garden.
b. Take part in an amateur contest.
c. Cook spaghetti. | 88. | a. Freeze ice cream in a hand freezer.
b. Check copies of manuscripts to be sure they are correct.
c. Check for breakage in a shipment of phonograph records. |
| 79. | a. Repair damage to a tree after a storm.
b. Construct a cabinet according to a blueprint.
c. Install an electric buzzer system. | 89. | a. Collect pipes.
b. Collect phonograph records.
c. Collect stamps. |
| 80. | a. Check the spelling of a list of names.
b. Patch a leaky roof.
c. Help load cartons onto a truck. | 90. | a. Build a fire in a fireplace.
b. Fix a noisy radiator.
c. Make half quantity of a given recipe. |

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| 91. | a. Have charge of the care and up-keep of a turret lathe.
b. Help with work to improve the efficiency of artificial limbs.
c. Help with research on television. | 103. | a. Spend an evening meeting new people at a social club.
b. Spend an evening just chatting with a group of friends.
c. Go to a hockey game. |
| 92. | a. Hang a large wall mirror.
b. Read aloud to someone.
c. Take the initiative in settling an argument between two people. | 104. | a. Read the sports page of a newspaper.
b. Read the editorial page of a newspaper.
c. Read the financial page of a newspaper. |
| 93. | a. Regulate a watch.
b. Translate a code message into words.
c. Repair a broken zipper. | 105. | a. Launder clothes.
b. Bind books.
c. Take care of a lawn. |
| 94. | a. Be an office personnel manager.
b. Be a skilled airplane mechanic.
c. Be an animal doctor. | 106. | a. Do a lot of reading.
b. Write letters on business matters.
c. Look up new words in the dictionary. |
| 95. | a. Make pottery.
b. Measure cloth by the yard.
c. Splice wire together. | 107. | a. Belong to an amateur astronomy club.
b. Belong to a bowling club.
c. Belong to a debate club. |
| 96. | a. Record readings from weather forecasting instruments.
b. Collect coins from parking meters and record receipts.
c. Keep records of community chest pledges. | 108. | a. Take a course in salesmanship.
b. Take a course in business law.
c. Take a course in mathematics. |
| 97. | a. Draw a series of comic strips.
b. Design an airplane.
c. Build models of ships. | 109. | a. Get a job in a factory.
b. Get a job in a retail store.
c. Go to school. |
| 98. | a. Drive a large truck.
b. Put new pockets in clothes.
c. Adjust front wheel bearings. | 110. | a. Help campaign for donations for an orphanage.
b. Work in an office.
c. Set up machines for a wood-working shop. |
| 99. | a. Address envelopes.
b. Try to find an error in a financial account.
c. Help put out the fire in a burning building. | 111. | a. Raise poultry.
b. Repair shoes.
c. Press clothes. |
| 100. | a. Pack breakable articles for shipping.
b. Inspect cloth for defects or damages.
c. Operate a sewing machine. | 112. | a. Take a machine apart and re-assemble it to learn how it works.
b. Assist the ambulance physician at the scene of an accident.
c. Teach someone how to use a machine. |
| 101. | a. Be a hospital attendant.
b. Be a bank teller.
c. Be a tool maker. | 113. | a. Play poker.
b. Play basketball.
c. Play checkers. |
| 102. | a. Take still life pictures.
b. Take news photographs.
c. Practice golf shots. | | |

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| 114. | a. Take part in an amateur show.
b. Go on a canoe trip.
c. Play billiards. | 125. | a. Work behind a soda fountain.
b. Transcribe dictaphone records.
c. Check supplies received against a list of those ordered. |
| 115. | a. Work in a factory.
b. Work at a desk.
c. Work outdoors. | 126. | a. Learn to write a financial report.
b. Take a course in astronomy.
c. Take a course in public speaking. |
| 116. | a. Be introduced to a famous scientist.
b. Be introduced to a well-known movie star.
c. Be introduced to a prominent politician. | 127. | a. Practice shooting at 100 yards with a rifle.
b. Read TIME MAGAZINE.
c. Read THE SCIENTIFIC MONTHLY. |
| 117. | a. Interview job applicants.
b. Investigate the causes of mental ills.
c. Try out various types of sails on a model sailboat to see which works best. | 128. | a. Do woodcarving.
b. Collect phonograph records.
c. Keep a snapshot album. |
| 118. | a. Write an arrangement of a popular song.
b. Conduct a study of the causes of crime.
c. Help a friend who is discouraged. | 129. | a. Read detective stories.
b. Read book reviews in the newspaper.
c. Read the sports page in the newspaper. |
| 119. | a. Go to a large party.
b. Go to a small party.
c. Spend the evening with a friend. | 130. | a. Tell jokes to a group of friends.
b. Play a pin-ball machine.
c. Umpire a baseball game. |
| 120. | a. Read a biography of Louis Pasteur.
b. Read an article on U. S. foreign relations.
c. Read about the history of the drama. | 131. | a. See a movie short about sports.
b. See a movie short about the F. B. I.
c. See a comedy movie short. |
| 121. | a. Wait on table.
b. Operate a knitting machine.
c. Broil club steak. | 132. | a. Be in charge of the tool room in a factory.
b. Be an office clerk.
c. Be a watchmaker. |
| 122. | a. Go to a dance.
b. Go to a birthday party.
c. Go to the movies. | 133. | a. Make furniture.
b. Tool leather.
c. Draw sketches of things or people around you. |
| 123. | a. Lead a community sing.
b. Write in a diary.
c. Do some sketching. | 134. | a. Read about early musical forms.
b. Read about how an airplane is assembled.
c. Read an article about causes of disease. |
| 124. | a. Read a book on psychology.
b. Read a detective story.
c. Read a current best-seller. | | |

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| 135. | a. Play poker.
b. Pitch horseshoes.
c. Go fishing. | 146. | a. Write feature stories for a newspaper.
b. Read reviews of recent books.
c. Work in a medical laboratory. |
| 136. | a. Talk with an authority on engine design.
b. Talk with a well-known newspaper writer.
c. Talk with a prominent doctor about his medical experiences. | 147. | a. Study shorthand.
b. Study engineering mathematics.
c. Study foreign languages. |
| 137. | a. Read about social customs in different countries.
b. Read a book about electronics design.
c. Read about the discovery of a new painkilling drug. | 148. | a. Operate a calculating machine.
b. File memoranda and circulars.
c. Transmit coded messages by radio. |
| 138. | a. Take care of mental patients.
b. Assist in a chemical laboratory.
c. Operate an office duplicating machine. | 149. | a. Be a librarian.
b. Be a draftsman.
c. Be a salesman. |
| 139. | a. Be a statistician.
b. Be a professional athlete.
c. Be a lawyer. | 150. | a. Repair radio equipment.
b. Build things from wood.
c. Sort mail in a post office. |
| 140. | a. Sell typewriters.
b. Grind lenses for telescopes.
c. Draw the illustrations for a magazine article. | 151. | a. Supervise a group of men working on an assembly line.
b. Keep case records for a doctor's office.
c. Build boats. |
| 141. | a. Work to improve methods of reproducing pictures in color.
b. Work out a catalog system for the books in a library.
c. Think up new time-saving gadgets for use around the house. | 152. | a. Play baseball.
b. See an educational movie.
c. Visit someone in the hospital. |
| 142. | a. Study care of the war-wounded.
b. Study accounting.
c. Study refrigeration and air conditioning. | 153. | a. Keep accounts.
b. Make maps.
c. Keep mailing lists. |
| 143. | a. Tailor men's clothes.
b. Read proof for a newspaper.
c. Inspect machinery for repair needs. | 154. | a. Be a garage mechanic.
b. Be a professional musician.
c. Be a pharmacist. |
| 144. | a. Assemble mechanical parts.
b. Fry liver and onions.
c. Sharpen machine drills. | 155. | a. Manage an office.
b. Repair a radio set.
c. Estimate the cost of manufacturing a new medicine. |
| 145. | a. Give "first aid" assistance.
b. Make deep-sea dives.
c. Keep accounting machines in repair. | 156. | a. Arrange music for an orchestra.
b. Take an inventory of supplies in a wholesale store.
c. Write an article for housewives on how to repair household appliances. |
| | | 157. | a. Decipher messages written in code.
b. Do blood chemistry in a medical laboratory.
c. Assist in research on automobile design. |

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| 158. | a. Take photographs of your friends.
b. Write a popular article on how a Diesel engine works.
c. Plan a recreation schedule. | 169. | a. Be a food buyer in some large institution.
b. Manage an apartment building.
c. Run a service for people confused about their income taxes. |
| 159. | a. Be a draftsman.
b. Be a chef.
c. Be a physical therapist. | 170. | a. Go bowling with a friend.
b. Go to a movie by yourself.
c. Spend an evening with a crowd of friends. |
| 160. | a. Study sheet metal pattern drafting.
b. Study machine computation.
c. Study physiology. | 171. | a. Attend a lecture about experiments to improve airplane design.
b. Listen to a speech on current affairs.
c. See a famous ballet. |
| 161. | a. Operate a steam shovel.
b. Run a gas station.
c. Drive an automobile. | 172. | a. Be a physician.
b. Be a locomotive engineer.
c. Write novels. |
| 162. | a. Be a sculptor.
b. Be a photographer.
c. Be a test pilot. | 173. | a. Read about steel bridge design.
b. Read about system in the modern office.
c. Read an article on new uses of X-Ray. |
| 163. | a. Set up a bookkeeping system.
b. Take apart a mechanical toy to see how it works.
c. Experiment with a home recording set. | 174. | a. Train a dog.
b. Listen to jazz recordings.
c. Look at new airplane designs. |
| 164. | a. Make a statistical study for a business concern.
b. Write an article on how machine tools are made.
c. Do research on the cause of cancer. | 175. | a. Study the color effects in a famous painting.
b. Study photographs of a surgical operation.
c. Study the instrument panel of a bomber. |
| 165. | a. Be a supply-clerk.
b. Be a buyer of merchandise.
c. Be a laboratory technician. | 176. | a. Be an expert on color photography.
b. Be an athletic director.
c. Be a certified public accountant. |
| 166. | a. Read a book on how to lead discussion groups.
b. Read a book about modern methods of bookkeeping.
c. Read about new uses for plastics. | 177. | a. Give the anesthetic during an emergency operation.
b. Work out new uses for old machine parts.
c. Keep accounts of money. |
| 167. | a. Work in a laundry.
b. Develop improved recipes for baked goods.
c. Re-upholster an old davenport. | 178. | a. Take a blood sample.
b. Explain to someone how to fill out insurance application forms.
c. Fix a faulty light switch. |
| 168. | a. Listen to a talk concerning up-to-date shop appliances.
b. Listen to a talk on propaganda methods.
c. Listen to a talk on hospital procedure. | | |

- 179. a. Be a professor of a foreign language.
 b. Be an architect.
 c. Be a psychologist.
- 180. a. Manage a cafeteria.
 b. Keep personnel records and reports.
 c. Write articles on hobbies.
- 181. a. Sing in a chorus.
 b. Read detective stories.
 c. Attend a newsreel theater.
- 182. a. Be a carpenter.
 b. Be a telegraph operator.
 c. Be a doctor's assistant.
- 183. a. Alphabetize cards.
 b. Cut meat.
 c. Varnish floors.
- 184. a. Mix pancake batter.
 b. Install a hot water heater.
 c. Take part in a military drill.
- 185. a. Go to a boxing match.
 b. Go bicycling.
 c. Go to a dance.
- 186. a. Be a professor of mathematics.
 b. Be a writer.
 c. Be a scientific research worker.
- 187. a. Spend an afternoon reading in the library.
 b. Visit a famous medical research laboratory.
 c. Visit famous art galleries.
- 188. a. Write the script for a radio program.
 b. Talk before a group of people.
 c. Take charge of a telephone switchboard.
- 189. a. Handle the advertising for a newspaper.
 b. Keep correspondence in alphabetical order.
 c. Make mechanical drawings.
- 190. a. Be a publicity director for a large concern.
 b. Be a druggist.
 c. Be a jeweler.

Name _____ Ser.No. _____ Date _____
Age _____ Sex _____ Place _____ Company _____

Below are some incomplete sentences, each with three possible endings. Read each sentence and the three endings carefully and check the ending which best describes how you feel or what you think. Even though no ending may exactly express your feeling or opinion, check the one that comes closer to expressing it than the other two. Check only one ending for each sentence.

- | | |
|---|---|
| 1) I was happiest when
<input type="checkbox"/> I was at home with my family.
<input type="checkbox"/> I got a good job.
<input type="checkbox"/> I was not worried about my problems. | 8) I feel very close to people who
<input type="checkbox"/> understand me.
<input type="checkbox"/> have troubles.
<input type="checkbox"/> have similar interests. |
| 2) One must never
<input type="checkbox"/> trust other people too much.
<input type="checkbox"/> there is nothing one must "never" do.
<input type="checkbox"/> give up. | 9) She was happiest when he
<input type="checkbox"/> did what she wanted.
<input type="checkbox"/> made love to her.
<input type="checkbox"/> asked her to marry him. |
| 3) Mother was all right but
<input type="checkbox"/> I didn't appreciate her.
<input type="checkbox"/> she nagged a lot.
<input type="checkbox"/> she lacked understanding. | 10) People would do anything in order to
<input type="checkbox"/> protect themselves.
<input type="checkbox"/> make money.
<input type="checkbox"/> be happy. |
| 4) As a boy my greatest trouble
<input type="checkbox"/> was making friends.
<input type="checkbox"/> was feeling inferior to others.
<input type="checkbox"/> was shyness. | 11) The thing about a baby is
<input type="checkbox"/> its helplessness.
<input type="checkbox"/> how fast it grows.
<input type="checkbox"/> that you can make it become whatever you want. |
| 5) I feel like cursing when
<input type="checkbox"/> I think about the world situation and war.
<input type="checkbox"/> I can't get something I want.
<input type="checkbox"/> things go wrong. | 12) When criticized for my behavior, I
<input type="checkbox"/> resent it.
<input type="checkbox"/> try to correct my errors.
<input type="checkbox"/> pay no attention. |
| 6) When people are praised they
<input type="checkbox"/> work better.
<input type="checkbox"/> may get conceited.
<input type="checkbox"/> deserve it. | 13) What meant most to me was
<input type="checkbox"/> my achievements.
<input type="checkbox"/> being praised for things I did.
<input type="checkbox"/> making my parents happy. |
| 7) I used to daydream about
<input type="checkbox"/> being famous.
<input type="checkbox"/> flying an airplane.
<input type="checkbox"/> being an athlete. | 14) I felt that Mom and Dad
<input type="checkbox"/> were good to me.
<input type="checkbox"/> were not happy together.
<input type="checkbox"/> were fine people. |

- 15) Because of Mom, I
 ☐ am sometimes unhappy.
 ☐ am a better man.
 ☐ was born.
- 16) I used to feel bad about
 ☐ my family life.
 ☐ hurting people's feelings.
 ☐ my personality.
- 17) The thing I value most in my closest friend
 ☐ is a sense of humor.
 ☐ is understanding.
 ☐ is loyalty.
- 18) Boys have more fun than girls
 ☐ is an untrue statement.
 ☐ in outdoor play.
 ☐ because they are not as restricted.
- 19) I cannot control myself when
 ☐ I get angry.
 ☐ people pick on someone smaller.
 ☐ I want a woman.
- 20) The thought of an unborn baby
 ☐ is unpleasant to me.
 ☐ has no meaning to me.
 ☐ is interesting to me.
- 21) I feel like smashing things when
 ☐ things don't go my way.
 ☐ I am falsely accused.
 ☐ I never feel like smashing things.
- 22) When people make fun of me
 ☐ I laugh with them.
 ☐ I don't like it.
 ☐ I feel unhappy.
- 23) When I saw that others were doing better, I
 ☐ felt discouraged.
 ☐ quit.
 ☐ tried harder.
- 24) I sometimes hated father because
 ☐ he tried to run my life.
 ☐ he was too strict.
 ☐ I never hated him.
- 25) We tend to forget the type of experiences which
 ☐ are not important.
 ☐ we are ashamed of.
 ☐ are unhappy.
- 26) I like people at parties who
 ☐ treat me nicely.
 ☐ are quiet.
 ☐ act natural.
- 27) She disliked him when he
 ☐ got too affectionate.
 ☐ was inconsiderate.
 ☐ criticized her and her parents.
- 28) What makes me angry is
 ☐ my own faults.
 ☐ being pushed around.
 ☐ reckless driving.
- 29) Most children are
 ☐ likable.
 ☐ spoiled.
 ☐ intelligent.
- 30) I am afraid
 ☐ there may be a depression.
 ☐ of tests like this.
 ☐ of what others think of me.

Name _____ Ser.No. _____ Date _____
Age _____ Sex _____ Place _____ Company _____

Below are some incomplete sentences, each with three possible endings. Read each sentence and the three endings carefully and check the ending which best describes how you feel or what you think. Even though no ending may exactly express your feeling or opinion, check the one that comes closer to expressing it than the other two. Check only one ending for each sentence.

1) The thing a woman looks for in a man is

- ☐ character.
- ☐ money.
- ☐ love, protection, and companionship.

2) I couldn't get along without

- ☐ my family.
- ☐ someone to love me.
- ☐ faith in myself.

3) Most women are

- ☐ easily flattered.
- ☐ so different I can't describe them as a group.
- ☐ disappointed.

4) My idea of a mature adult is one who

- ☐ can think for himself.
- ☐ is willing to take responsibility.
- ☐ acts his age.

5) Most of all I wanted

- ☐ people to like me.
- ☐ to get a good job.
- ☐ to travel.

6) I failed when

- ☐ I didn't work hard enough.
- ☐ I wanted most to succeed.
- ☐ -- I have never really failed.

7) Children should be punished

- ☐ seldom or never.
- ☐ when they do not behave.
- ☐ when they do not obey their parents.

8) I dream of

- ☐ Jeannie with the light brown hair.
- ☐ success.
- ☐ women.

9) I get upset when

- ☐ I think about my problems.
- ☐ there is too much noise.
- ☐ people watch me.

10) I like children who are

- ☐ friendly.
- ☐ well-behaved.
- ☐ cheerful.

11) I suffer most from

- ☐ the weather.
- ☐ my own faults.
- ☐ lack of money.

12) The difference between Mom and Dad was

- ☐ their ideas about how to raise children.
- ☐ one of them always had to be the boss.
- ☐ one was more understanding than the other.

13) Babies sometimes make me

- ☐ want to be married.
- ☐ upset.
- ☐ feel helpless.

14) I would like the men under me to

- ☐ think for themselves.
- ☐ cooperate.
- ☐ be happy.

SUI SENTENCE COMPLETIONS - Form B

15) I despise

- ☐ no one that I can think of.
- ☐ people who brag.
- ☐ two-faced people.

16) Girls are nicer than boys

- ☐ most of the time.
- ☐ is not true.
- ☐ sometimes.

17) My greatest fault

- ☐ is my temper.
- ☐ is trying too hard.
- ☐ is that I can't take responsibility.

18) People get upset when

- ☐ they find out they aren't as important as they thought.
- ☐ I do something they don't like.
- ☐ things go wrong.

19) I can't understand what makes me

- ☐ so tired.
- ☐ lose my temper.
- ☐ so slow.

20) Most men are

- ☐ too different to be described as a group.
- ☐ friendly.
- ☐ not sincere with a woman.

21) I'd hate to be thought of as

- ☐ stupid.
- ☐ crazy.
- ☐ a coward.

22) I have never wanted to commit

- ☐ suicide.
- ☐ murder.
- ☐ rape.

23) I would never want to be

- ☐ a parachute jumper.
- ☐ a tight rope walker.
- ☐ a garbage collector.

24) I often wished to be

- ☐ rich.
- ☐ dead.
- ☐ famous.

25) I would rather

- ☐ train circus animals.
- ☐ collect flowers.
- ☐ make speeches.

26) I would like to

- ☐ fly new styles of airplanes.
- ☐ be a movie actor.
- ☐ be a boxer.

27) The most valuable kind of person is

- ☐ a missionary.
- ☐ a doctor.
- ☐ a teacher.

28) I like to

- ☐ go to the movies.
- ☐ go to parties.
- ☐ listen to good music.

29) I would rather

- ☐ be a patient than be a doctor.
- ☐ be a taxi cab driver than be a butler.
- ☐ be a woman than be a man.

30) I would like to

- ☐ be connected with the government.
- ☐ be a minister, priest, or rabbi.
- ☐ be connected with the Navy.

Name _____ Ser.No. _____ Date _____

Place _____ Company _____

Age _____ Sex _____ Last grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
(Put a circle around last school grade completed.)

Below are some incomplete sentences, each with three possible endings. Read each sentence and the three endings carefully and mark (x) the ending which BEST DESCRIBES how you feel or what you think. Even though no ending may exactly express your feeling or opinion, mark (x) the one that comes closer to expressing it than the other two. Then make a small circle (o) in front of the ending which LEAST WELL DESCRIBES how you feel or think. Remember, for every sentence, you will mark two of the three endings - an (x) for the one which suits you best, and an (o) for the one which suits you least.

- | | |
|--|---|
| 1) I was happiest when
() I was at home with my family.
() I got a good job.
() I was not worried about my problems. | 8) I feel very close to people who
() understand me.
() have troubles.
() have similar interests. |
| 2) One must never
() trust other people too much.
() there is nothing one must "never" do.
() give up. | 9) She was happiest when he
() did what she wanted.
() made love to her.
() asked her to marry him. |
| 3) Mother was all right but
() I didn't appreciate her.
() she nagged a lot.
() she lacked understanding. | 10) People would do anything in order to
() protect themselves.
() make money.
() be happy. |
| 4) As a boy my greatest trouble
() was making friends.
() was feeling inferior to others.
() was shyness. | 11) The thing about a baby is
() it is so helpless.
() how fast it grows.
() that you can make it become whatever you want. |
| 5) I feel like cursing when
() I think about the world situation and war.
() I can't get something I want.
() things go wrong. | 12) When criticized for my behavior, I
() resent it.
() try to correct my errors.
() pay no attention. |
| 6) When people are praised they
() work better.
() may get conceited.
() deserve it. | 13) What meant most to me was
() doing a good job.
() being praised for things I did.
() making my parents happy. |
| 7) I used to daydream about
() being famous.
() flying an airplane.
() being an athlete. | 14) I felt that Mom and Dad
() were good to me.
() were not happy together.
() were fine people. |

SUI SENTENCE COMPLETIONS - Form C

- 15) Because of Mom, I
☐ am sometimes unhappy.
☐ am a better man.
☐ was born.
- 16) I used to feel bad about
☐ my family life.
☐ hurting people's feelings.
☐ my personality.
- 17) The thing I value most in my closest friend
☐ is a sense of humor.
☐ is understanding.
☐ is loyalty.
- 18) Boys have more fun than girls
☐ is an untrue statement.
☐ in outdoor play.
☐ because they are not as restricted.
- 19) I cannot control myself when
☐ I get angry.
☐ people pick on someone smaller.
☐ I want a woman.
- 20) The thought of an unborn baby
☐ is unpleasant to me.
☐ has no meaning to me.
☐ is interesting to me.
- 21) I feel like smashing things when
☐ things don't go my way.
☐ I am falsely accused.
☐ I never feel like smashing things.
- 22) When people make fun of me
☐ I laugh with them.
☐ I don't like it.
☐ I feel unhappy.
- 23) When I saw that others were doing better, I
☐ felt discouraged.
☐ quit.
☐ tried harder.
- 24) I sometimes hated father because
☐ he tried to run my life.
☐ he was too strict.
☐ I never hated him.
- 25) We tend to forget experiences which
☐ are not important.
☐ we are ashamed of.
☐ are unhappy.
- 26) I like people at parties who
☐ treat me nicely.
☐ are quiet.
☐ act natural.
- 27) She disliked him when he
☐ got too affectionate.
☐ was inconsiderate.
☐ criticized her and her parents.
- 28) What makes me angry is
☐ my own faults.
☐ being pushed around.
☐ reckless driving.
- 29) Most children are
☐ likable.
☐ spoiled.
☐ intelligent.
- 30) I am afraid
☐ there may be a depression.
☐ of tests like this.
☐ of what others think of me.

Name _____ Ser.No. _____ Date _____

Place _____ Company _____

Age _____ Sex _____ Last grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
(Put a circle around last school grade completed.)

Below are some incomplete sentences, each with three possible endings. Read each sentence and the three endings carefully and make an (x) in front of the ending which BEST DESCRIBES how you feel or what you think. Even though no ending may exactly express your feeling or opinion, mark (x) the one that comes closer to expressing it than the other two. Then make a small circle (o) in front of the ending which LEAST WELL DESCRIBES how you feel or think. Remember, for every sentence, you will mark two of the three endings: an (x) for the one which suits you best, and an (o) for the one which suits you least.

- 1) The thing a woman looks for in a man is
 () character.
 () money.
 () love, protection, and companion-ship.

- 2) I couldn't get along without
 () my family.
 () someone to love me.
 () faith in myself.

- 3) Most women are
 () easily flattered.
 () so different I can't describe them as a group.
 () disappointed.

- 4) My idea of a mature adult is one who
 () can think for himself.
 () is willing to take responsibility.
 () acts his age.

- 5) Most of all I wanted
 () people to like me.
 () to get a good job.
 () to travel.

- 6) I failed when
 () I didn't work hard enough.
 () I wanted most to succeed.
 () — I have never really failed.

- 7) Children should be punished
 () seldom or never.
 () when they do not behave.
 () when they do not obey their parents.

- 8) I dream of
 () Jeannie with the light brown hair.
 () success.
 () women.

- 9) I get upset when
 () I think about my problems.
 () there is too much noise.
 () people watch me.

- 10) I like children who are
 () friendly.
 () well-behaved.
 () cheerful.

- 11) I suffer most from
 () the weather.
 () my own faults.
 () lack of money.

- 12) The difference between Mom and Dad was
 () their ideas about how to raise children.
 () one of them always had to be the boss.
 () one was more understanding than the other.

- 13) Babies sometimes make me
 () want to be married.
 () upset.
 () feel helpless.

- 14) I would like the men under me to
 () think for themselves.
 () cooperate.
 () be happy.

- 15) I despise
☐ no one that I can think of.
☐ people who brag.
☐ two-faced people.
- 16) Girls are nicer than boys
☐ most of the time.
☐ is not true.
☐ sometimes.
- 17) My greatest fault
☐ is my temper.
☐ is trying too hard.
☐ is that I can't take responsibility.
- 18) People get upset when
☐ they find out they aren't as important as they thought.
☐ I do something they don't like.
☐ things go wrong.
- 19) I can't understand what makes me
☐ so tired.
☐ lose my temper.
☐ so slow.
- 20) Most men are
☐ too different to be described as a group.
☐ friendly.
☐ not sincere with a woman.
- 21) I'd hate to be thought of as
☐ stupid.
☐ crazy.
☐ a coward.
- 22) I have never wanted to commit
☐ suicide.
☐ murder.
☐ rape.
- 23) I would never want to be
☐ a parachute jumper.
☐ a tight rope walker.
☐ a garbage collector.
- 24) I often wished to be
☐ rich.
☐ dead.
☐ famous.
- 25) I would rather
☐ train circus animals.
☐ collect flowers.
☐ make speeches.
- 26) I would like to
☐ fly new styles of airplanes.
☐ be a movie actor.
☐ be a boxer.
- 27) The most valuable kind of person is
☐ a missionary.
☐ a doctor.
☐ a teacher.
- 28) I like to
☐ go to the movies.
☐ go to parties.
☐ listen to good music.
- 29) I would rather
☐ be a patient than be a doctor.
☐ be a taxi cab driver than be a butler.
☐ be a woman than be a man.
- 30) I would like to
☐ be connected with the government.
☐ be a minister, priest, or rabbi.
☐ be connected with the Navy.

Name _____ Ser.No. _____ Date _____
Age _____ Sex _____ Place _____ Company _____

Below are some unfinished sentences. You are to complete the sentences. They may be completed any way you wish. Work fast, and try to write down the first thing that you think of.

- 1) The thing a woman looks for in a man is
- 2) I couldn't get along without
- 3) Most women are
- 4) My idea of a mature adult is one who
- 5) Most of all I wanted
- 6) I failed when
- 7) Children should be punished
- 8) I dream of
- 9) I get upset when
- 10) I like children who are
- 11) I suffer most from

SUI SENTENCE COMPLETIONS - Form Z

12) The difference between Mom and Dad was

13) Babies sometimes make me

14) I would like the men under me to

15) I despise

16) Girls are nicer than boys

17) My greatest fault

18) People get upset when

19) I can't understand what makes me

20) Most men are

Name _____ Ser.No. _____ Date _____

Age _____ Sex _____ Place _____ Company _____

In each question, mark (X) the answer which fits you best. Even if neither answer fits you very well, mark the one that fits you better than the other.

- | | |
|--|---|
| 1 I graduated from high school () | 1 I did not graduate from high school () |
| 2 I was a sickly child () | 2 I was an active child () |
| 3 I have felt bad more from head cold () | 3 I have felt bad more from dizziness () |
| 4 I seek excitement () | 4 I avoid excitement () |
| 5 I like to have people do things my way () | 5 I like to have people figure things out for me () |
| 6 I am more nervous () | 6 I am more easy going () |
| 7 Somehow I never could find enough to do in my free time () | 7 My free time always seemed to be filled () |
| 8 I wish I wouldn't feel so tired () | 8 I wish I could have a more responsible job () |
| 9 I wish I could have more excitement () | 9 I wish I weren't bothered by bad dreams () |
| 10 I wish I didn't have so many aches and pains () | 10 I wish I wouldn't keep changing my mind () |
| 11 I wish I weren't so nervous () | 11 I wish I wouldn't keep putting things off () |
| 12 I wish I could get myself to take more chances () | 12 I wish worrying wouldn't make me sick to my stomach () |
| 13 I have more headaches than the average person () | 13 I do not have as many headaches as the average person () |
| 14 The hours at night seem long () | 14 The hours at night pass very quickly () |
| 15 I like most any kind of food () | 15 I have a poor appetite () |
| 16 After exertion I feel hungry () | 16 After exertion I feel dizzy () |
| 17 When excited I feel weak () | 17 When excited I feel stronger () |
| 18 I think I might like to watch a surgical operation sometime () | 18 The sight of blood upsets me () |
| 19 My heart sometimes speeds up for no reason at all () | 19 I never notice my heart beating () |
| 20 I have never gone to a doctor for headaches or dizzy spells () | 20 I have occasionally gone to a doctor for headaches or dizzy spells () |

Name	Ser.No.	Birthdate	Race
Date Enlisted	Company	Recruit Training	No.Yrs.Education
Marital Status			
Civilian Occupation			

I. TEST SCORES

GCT _____ ARI _____ MAT _____ CLER _____ PI _____ NVCT _____ LIT _____ Other: _____

II. SERVICE SCHOOL RECORD

Service School	Date Completed	Final Grade	Reason for Failure

III. BILLETS

Name of Ship or Station	Date of Receipt	Name of Ship or Station	Date of Receipt
1		5	
2		6	
3		7	
4		8	

IV. RATES MADE OR LOST

Rate	Date	Rate	Date	Rate	Date
1		3		5	
2		4		6	

V. DISCIPLINARY RECORD

Offense	Award	Date	Penalty

Discharge
Date _____

Type of
Discharge _____

Reason for
Discharge _____

MEDICAL ABSTRACT

Name _____ Serial No. _____ Birth Date _____

1. Enlistment Date _____

2. PULHES _____

3. Hospitalization: Diagnoses: No. Days

Total No. Days _____	1. _____	_____
	2. _____	_____
	3. _____	_____
	4. _____	_____

4. Type of Discharge _____

5. Diagnosis _____

6. Date of Discharge _____

7. Total Service Time (weeks) _____

8. Total Active Duty Time (weeks) _____

9. Comments _____

